Solo General Reflection

I felt pretty comfortable during the first week of solo teaching. I think that having led other days (with substitutes and other support) made it feel less daunting. Even though it can be intimidating to be in charge of the whole day—every piece of paper, every minute, every transition—in other ways it’s more relaxing because I can get into a clearer rhythm. It wasn’t the cleanest or best planned week of my student teaching experience, which is my own fault. There were plenty of midflight, midlesson, midweek adjustments to be made. However, even that is sort of comforting. Teaching and learning is inherently messy, so it was good to be in charge of some controlled chaos.

Are there specifics you can reflect on that would help you be more intentional with planning for adjustments? I agree that teaching and learning is messy work, but I do think it is important at this stage to reflect on specifics and look for patterns or signals that help you refine your practice --- and also, specificity helps me to better help you!

My hopes for the next week are that the planning will be tighter, within lessons and throughout a whole day. Coming up with my daily flow/plans is very, but I need to embed that same level of clarity into each LP—each transition, the language of the lesson, etc should be tighter. Yes, I agree. Planning the full day/week is like choreography. It is important to think of all the movements working together to tell the story --- and to also signal to all the characters their roles.

I’m also working on management, especially how to express my expectations. I also need to be better about my positive narration and feedback. There were a few minutes where I would just notice how well students were working or how nicely they had transitions and *not say it out loud* which is just silly. If I’m thinking positive thoughts, I should sharing positive feedback *every time*. This is an important admission. I think you will be surprised at how a little of this naming/sharing of positive feedback can go a long way. Students do not assume that you are noticing the positives, and do need you to express that and name what it is that you are noticing is part of “what’s working.”

I think that’s one thing that I want to really focus on in the coming week—constant, clear, positive feedback. It should just be automatic at this point. It takes intentionality on your part. It can be hard when you have a lot of other things going through your mind, but it is an important part of teaching, and a big part of roles and relationships with students. It’s part of the give and take of teaching, and I think you will also find that students will give you positive feedback in return.